

# Introduction to Supervisory Skills:

## Goal

- To introduce consumers to the role of supervision in the consumer-directed model, and to help consumers begin developing active listening skills that are essential to effective supervision.

## Time

4 hours, plus break

Activities	Teaching Methods	Time
6.1 Welcome and Homework Review	Large-Group Exercise	30 minutes
6.2 Great, Not-So-Great Supervisors	Interactive Presentation, Small-Group Work, Discussion	30 minutes
6.3 Responsibilities of Supervisors	Large-Group Exercise	15 minutes
6.4 Introduction to the Coaching Approach to Supervision	Large-Group Exercise, Interactive Presentation	30 minutes
6.5 Active Listening: Non-Verbal Listening	Interactive Presentation, Role Play, Discussion	30 minutes
6.6 Active Listening: Effective Verbal Communication	Pairs Work, Discussion	30 minutes
6.7 Active Listening: Paraphrasing and Asking Open-Ended Questions	Interactive Presentation, Role Play, Large-Group Exercise, Pairs Work, Discussion	60 minutes
6.8 Closing	Discussion	15 minutes

## **Supplies**

- Nametags and/or card stock table tents
- Flip chart, easel, markers, tape, name tags or table tent card stock
- Paper and pens or pencils

**Note:** An overhead projector with transparencies or LCD projector and computer may be used for some presentations, if desired. If you intend to use a projector, make sure you have the necessary equipment and screen. (Some PowerPoint slides are provided on your CD. Others can be made by converting handouts to PowerPoint slides or projecting them in their current formats.)

## **Handouts**

- Handout 1: Supervising Personal Assistants: Goals and Objectives
- Handout 2: Supervision—Handout for Taking Notes
- Handout 3: Supervisory Functions
- Handout 4: Traditional Approach to Supervision Role Play
- Handout 5: Coaching Approach to Supervision Role Play
- Handout 6: Comparing the Traditional and Coaching Approaches to Supervision
- Handout 7: Four Primary Coaching Skills
- Handout 8: Three Skills of Active Listening!
- Handout 9: Back-to-Back Designs for Verbal Skills Activity
- Handout 10: Lead-Ins for Paraphrasing
- Handout 11: Paraphrasing
- Handout 12: Closed vs. Open-Ended Questions
- Handout 13: Paraphrasing and Asking Open-Ended Questions Practice

## **Advance Preparation**

Set up the workshop space to allow for interactive sessions, keeping in mind participants' physical needs.

Review the teaching materials for each activity.

If using projection equipment, set it up for optimum viewing by all participants.

If participants did not attend previous workshops, have 3-ring binders or folders to distribute.

### **Activity 6.1 Welcome and Homework Review**

Prepare the following **flip chart** pages:

- Introductions and warm-up questions (Step 2)
- Hopes participants have for the supervision workshop (Step 2)
- Supervising personal assistants: goals and objectives (Step 3)
- The day's agenda, including breaks (Step 4)
- Workshop learning agreements (use from previous workshop if available) (Step 5)
- Concerns, questions and expectations (step 6).
- Parking Lot (Step 7)

If this is the first session participants have attended, make copies of **Workshop I, Handout 2: Workshop Learning Agreements** for all participants.

Copy **Handout 1: Supervising Personal Assistants: Goals and Objectives** for all participants. If distributing binders or folders, you may want to put this handout in them.

### **Activity 6.2 Great, Not-So-Great Supervisors**

Participants will need a comfortable hard surface on which to work. Arrange for appropriate tables to be in the room.

Have flip chart paper or poster board and markers ready for the work groups.

Copy **Handout 2: Supervision—Handout for Taking Notes** for all participants.

### **Activity 6.3 Responsibilities of Supervisors**

Copy **Handout 3: Supervisory Functions** for all participants.

Prepare a **flip chart** for “Why supervise?” (step 3).

### **Activity 6.4 Introduction to the Coaching Approach to Supervision**

Copy **Handout 4: Traditional Approach to Supervision Role Play** and **Handout 5: Coaching Approach to Supervision Role Play** for all participants.

Copy **Handout 6: Comparing the Traditional and Coaching Approaches to Supervision** for all participants.

Copy **Handout 7: Four Primary Coaching Skills** for all participants.

### **Activity 6.5 Active Listening: Nonverbal Communication**

Copy **Handout 8: Three Skills of Active Listening** for all participants.

Prepare a **flip chart** for “poor listening” (step 7).

Prepare a **flip chart** for “Impact of active listening” (step 9)

One instructor should be prepared to tell a personal, and important, story to the other instructor as part of the listening role plays.

### **Activity 6.6 Active Listening: Effective Verbal Communication**

Make enough copies of all pages of **Handout 9: Back-to-Back Designs** to give one page (as many different ones as possible) to half the participants in the class.

Have blank paper and pencils available for half the participants in the class.

Prepare a **flip chart** page with the “Rules for the Back-to-Back Game” as shown in step 4.

Prepare a **flip chart** for “Communication techniques that work” and “Ones that don’t work” for step 10.

### **Activity 6.7 Active Listening: Paraphrase and Asking Open-Ended Questions**

Speak with a participant who is a comfortable speaking up before the workshop or during the break to ask if he or she would join you in the dialogue for this activity. Explain that you would like this person to speak about a problem or issue that her or she has confronted and resolved. Other participants will be given the opportunity to paraphrase and ask curious questions of the speaker. Explain that during the first question activity, you will ask closed questions and the volunteer is to give one word answers. Help the volunteer develop the story as needed. If they have difficulty coming up with a story using this topic, explore others, such as a story of their best experience with a PA, or what they are finding most interesting and challenging about the workshop.

Prepare a **flip chart** page for Step 6 with the definition of paraphrasing.

Copy **Handout 10: Lead-Ins for Paraphrasing** for all participants.

Copy **Handout 11: Paraphrasing** for all participants.

Copy **Handout 12: Closed vs. Open-Ended Questions** for all participants.

Prepare a **flip chart** page for Step 15 with the statement by a personal assistant.

Copy **Handout 13: Paraphrasing and Asking Open-Ended Questions Practice** for all participants.

### **Activity 6.8 Closing**

Prepare a **flip chart** page to record evaluation scores as shown in step 3.

## Activity 6.1 Welcome & Homework Review

30 minutes

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### Learning Outcomes

By the end of this activity, participants will be able to:

*Describe the workshop goal and objectives and the day's agenda.*

### Key Content

- The focus of today's activities is on reviewing the responsibilities of supervisors, considering what makes a supervisor "great," and then beginning to strengthen the skills needed to be an effective and positive supervisor.
- The coaching approach to supervision offers skills and approaches that strengthen consumers' relationships with their PAs and, therefore, increase the ability of consumers' to have their needs met and their preferences honored.
- Active listening skills (reviewed in the recruitment and hiring modules) provide a strong foundation for good relationships and keeping great PAs.

### Activity Steps

#### Large-Group Exercise—30 minutes

1. **Welcome participants** to the workshop (or back to the workshop series if they have attended Workshops I, II, and/or III) and introduce yourself. Ensure that everyone is comfortable with the room's layout and temperature, and that everyone has filled out table tents.
2. **Conduct a warm-up exercise:** If this is the first session for some or all of the participants, see Workshop I, Activity 1.1, for the introductory exercise.

If this is not the first session for participants, you can select an activity from the *"Introductory, Warm Up & Energizer Activities"* guide found on your curriculum CD or use the following activity:

Post the prepared-in-advance flip chart, "Introductions and Warm-Up Questions." Have each person, in one minute or less, introduce him- or herself by answering the four questions on the flip chart. Keep introductions to 10 minutes.

### **INTRODUCTIONS & WARM UP QUESTIONS**

1. What is your name (and your PA's name is she or he is here)?
2. What can we do to help you have the best learning experience possible?
3. What experience have you had supervising personal assistants?
4. What do you hope learning about supervision will do for you?



#### **❖ Teaching Tips**

If you are training agency staff as well as consumers, adapt the questions::

- What experience have you had supervising others or helping consumers supervise?
- What do you hope learning about supervision will do for consumers as well as yourself?

It may help to give your own answers to the questions to demonstrate what you are looking for. Always check if people understand instructions after giving them and before moving into the activity. Encourage clarifying questions.

Question 2 hopes to identify accommodations people may need such as:

- Having you speak more loudly or with a microphone
- Larger writing on flip charts
- Reading all words written on flip charts or on handouts
- Assistance with reading and/or writing on worksheets



If people do suggest ways you and others can help them learn more effectively, with their permission, add specific needs to the “Learning Agreements” flip chart and facilitate arrangements for participants to support one another as needed.

You may also need to intervene if participants are taking more than a minute.

Thank the last person for their contribution, explain about the time issue and ask the next speakers to talk no more than a minute.

**Record each “hope” from question 4 on a flip chart page as it’s shared.** Post this flip chart, and during the workshop, highlight when you are addressing one of the participants’ hopes. You can also use this flip chart as a check-in reference for the closing activity (Activity 6.8).

### HOPES FOR THE SUPERVISION WORKSHOP



After everyone has introduced themselves, share any additional expectations and hopes you have for the workshop (For example, “*I hope you have fun!*”).

3. **Review goal and objectives:** Distribute **Handout 1: Supervising Personal Assistants: Goals and Objectives** for participants’ binders or folders. (If participants have not attended a previous workshop, distribute the handout with a binder or folder that will hold all of the handouts from this workshop.) Referring to the two prepared-in-advance flip charts, review the workshop goal and objectives. Explain that today the focus will be on helping participants learn about the purpose and responsibilities of supervisors and begin enhancing the listening skills they need to successfully supervise their personal assistants. Encourage questions.

### SUPERVISING PERSONAL ASSISTANTS

#### Goals

- To introduce participants to the purpose of supervision and the skills needed to use a coaching approach



- To help participants understand the role of supervision in getting their needs and preferences met

## SUPERVISING PERSONAL ASSISTANTS

### Goals

### Objectives

After completing this workshop, participants will be able to:

- Describe the purpose, roles, and responsibilities of supervision
- Identify the qualities of a great supervisor
- Understand what skills are required to be a coach-supervisor, including active listening, self-awareness, self-management, and giving constructive feedback
- Demonstrate the use of active listening skills, pull back, and effective feedback



4. **Review the day's agenda:** Using a prepared-in-advance flip chart with the agenda and times as *you* have scheduled the session, note the highlights, including break times.

### TODAY'S AGENDA (SAMPLE)

6.1 Welcome	11:00 a.m.
6.2 Great, Not So Great Supervisors	11:30
6.3 Responsibilities of Supervisors	12:00 p.m.
6.4 Introduction to the Coaching Approach	12:15
Break	12:45



6.5 Nonverbal Listening	1:00
6.6 Effective Verbal Communication	1:30
6.7 Paraphrasing & Asking Open-Ended Questions	2:00
6.8 Closing	3:00
Adjourn	3:15

❖ **Teaching Tip**

The agenda for the day is flexible. The number of breaks you need will depend on your participants. If this is too long a day, consider breaking the workshop into two parts.

5. **Review workshop learning agreements:** If this is your first session, pass out **Workshop I, Handout 2: Workshop Learning Agreements** and present the agreements listed on the prepared-in-advance flip chart. If participants have received the handouts in the past, review the flip chart and discuss your previous experience with the group.

**WORKSHOP LEARNING AGREEMENTS**

Create a safe, supportive space:

1. Listen for understanding.
2. Speak about issues, not individuals.
3. Questions are great! None are stupid.
4. Everyone participate, no one dominate.
5. No side conversations or cell phones, please.
6. Everyone facilitate so we stay on track!



Emphasize that you want to hold the workshop in a way that illustrates the same values of respect and community that drive the movement for consumer direction. You may recall for participants what they said worked or could be improved upon from the last session's evaluation and explain how you intend to use their feedback to make this session as effective as possible.

Also, remind everyone of any needs participants have asked others to accommodate and thank everyone for helping each other and making sure


their needs are taken care of. Encourage people to raise their concerns if others need reminders.

6. **Check for participants' concerns and questions:** Ask if anyone has any comments and concerns regarding prior sessions or today's goals and agenda. Ask if anyone has expectations other than what you've presented. Write these on the flip chart to ensure they are attended to as necessary.

<p style="text-align: center;"><b>QUESTIONS, CONCERNS AND EXPECTATIONS</b></p>
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7. **Explain the parking lot to participants:** Display the "Parking Lot" flip chart and explain that this will be the place to record issues that come up that are important, but can't be addressed at the time they arise because of the schedule and your efforts to cover all the topics in the session .

	<p style="text-align: center;"><b>PARKING LOT</b></p>
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8. **Explain participatory nature of workshop:** Note that the style of this workshop is very participatory and interactive. Everyone will have opportunities to share their thoughts, feelings, and experiences, but participants will not be forced to speak. Strongly encourage people to feel free to ask questions if they don't understand points being made or are unclear about instructions that you've given.
9. **Check in with participants about their experience to date:** If participants attended previous workshops, ask how they feel after Workshops I, II, and/or III and how they are doing—emotionally and practically—in considering the consumer-directed option to meet their needs. Ask if

participants have any questions or reports on recruiting, screening and hiring their PAs, and hold a brief discussion as appropriate. Ask participants if they are ready to begin learning how to more effectively supervise their personal assistants.

10. **Thank everyone** for contributing and say, "We'll now start with our first exercise."

## Activity 6.2 Great, Not-So-Great Supervisors

30 minutes

### Learning Outcomes

By the end of this activity, participants will be able to:

*Describe the characteristics of great and not-so-great supervisors.*

### Key Content

- The goal for consumers in supervising their personal assistants is to manage this task in such a way as to have as many “ideal” days as possible. Considering what makes a supervisor effective is the first step to becoming an effective supervisor oneself. Effective supervisors foster strong relationships with their personal assistants and, thereby, encourage good performance.
- In considering the characteristics of great supervisors, consumers will be able to identify their own strengths and areas that need improvement.

### Activity Steps

#### Interactive Presentation —5 minutes

1. **Connect this activity to prior workshop lessons:** Introduce this activity by reminding participants of the earlier activities in which they described their ideal day (Workshop I, Session 1, Activity 1.3) and ideal PA (Workshop II, Session 2, Activity 2.2) This activity is meant to stir participants’ thinking about what makes a really great supervisor—and what makes a supervisor not so great.

#### ❖ Teaching Tip

If participants did not participate in the first two workshops of this series, begin with step 2.

2. **Introduce and launch the activity:** Explain that in this activity, participants are going to create the ideal or perfect supervisor. As a warm-up to the activity, ask participants to think about the questions below and give you one or two quick answers. You may want to offer a couple of examples from your own experience.

*How would you describe a GREAT supervisor?*

Responses may include:

- ❖ Supportive of me
- ❖ Helps me learn
- ❖ Is consistent

*How would you describe a NOT-so-GREAT supervisor?*

Responses may include:

- ♦ Yells
- ♦ Doesn't explain what he wants
- ♦ Isn't available

### Small-Group Work—10 minutes

3. **Set up work groups: Form groups of three or four and, if possible, have them share a table.** Distribute a piece of poster board or flip chart paper and different colored markers to each group.

❖ **Teaching Tip**

Consider bringing paper in two colors so that the "Great" and "Not So Great" groups have different colors.

4. **Give instructions to work groups to create posters:** Ask each group to draw a figure representing a generic supervisor (i.e., a stick figure).

Assign one of the two questions —What makes a supervisor great or not-so-great?—to each group. Half of the groups get "great" and half, "not so great."

Encourage participants to work from their own experiences (either supervising or being supervised). If participants don't have direct experience with supervision, ask them to think about bosses or managers from TV and movies, or what they've heard from family and friends. Another possible source of "inspiration" may be for participants to imagine a case manager

who has been involved in their care. Encourage them to use their imagination.

Ask the groups to draw and describe on their pieces of poster board or paper—using words and images—the “great” or “not-so-great” supervisors.

❖ **Teaching Tip**

The instructor(s) should circulate, working with each table or group, to ensure everyone is participating.

After 5-7 minutes, stop the groups.

**Report Outs and Discussion—15 minutes**

5. **Distribute Handout 2:Supervision—Handout for Taking Notes.** Explain that the next few activities are intended to help them think about what supervision is. Invite participants, if they would like, to use Handout 2 for writing notes about what they hear or see concerning how they want to supervise and skills they would like to improve.
6. **Have group present the lists on their flip chart pages or posters:** Ask each table or group to present their “great” and “not-so-great” supervisors and then post them around the room.
7. **Facilitate a discussion concerning what makes a supervisor great or not so great.** When all the “supervisors” are presented and posted, ask if anyone would like to add to the characteristics mentioned, and list these on a flip chart with the heading, ‘Great” and “Not So Great.”

GREAT	NOT SO GREAT



Once the list is complete, make connections between the “great” and “not-so-great” presentations and discuss. Ask the group:



*Do people disagree—or did they disagree in the small group discussions—about the qualities of great and not-so-great supervisors? Please explain.*

*What were the great qualities that everyone thought of, the qualities that came to participants' heads immediately?*

8. **Wrap up the discussion:** Point out that, for the most part, participants thought about "great" supervisors in a way that highlights the supervisor's character and personality. Ask them, in a light way:

*How many of you would like to be great supervisors?*

*What are the implications for you in taking on your role as a supervisor?*

Explain that the workshop will be offering them the tools, information, and skills they need to be great supervisors.

9. **Thank everyone** for their thoughtful contributions to the discussion.

## Activity 6.3 Responsibilities of Supervisors

15 minutes

### Learning Outcomes

By the end of this activity, participants will be able to:

*Describe the purpose of supervision and the responsibilities of supervisors.*

### Key Content

- Just as it is important to understand the qualities of an effective or great supervisor, it is necessary to know the responsibilities that a supervisor has to fulfill in order to manage the relationship between the consumer and personal assistant. In this module, participants will consider the many aspects of a supervisor's role.

### Activity Steps

#### Large-Group Exercise—15 minutes

1. **Distribute and review Handout 3: Supervisory Functions.** Explain that the previous activity was about the *how* of supervision; now participants will move on to *what* a supervisor actually does.

Review the list of functions on Handout 3 with participants, reading the items aloud as needed (or asking a volunteer to read aloud a section), and ask the group if they have any questions or additions. Encourage them to write additions on their handouts. If a number of things are mentioned, write them on a flip chart. Note that, depending on the arrangements they choose, some of these functions may be handled by an agency or fiscal intermediary – but they all have to be done.

2. **Discuss the purpose of supervision:** Have participants consider the qualities they listed for a great supervisor in the previous activity and the supervisory functions listed on Handout 3 and then pose the question:

*So, after you've hired a PA with good skills and experience, why do you continue to supervise that person? What will be your roles and responsibilities?*

Responses may include:

- ♦ Clarify the PA's responsibilities
- ♦ Teach the PA specifics of what I want
- ♦ Praise and reinforce the PA's good behavior
- ♦ Handle things that the PA needs to do their job: e.g., supplies, paperwork

- 3. Record participant responses:** Write "Why Supervise?" on a flip chart and record participant responses.



- 4. Encourage participants to take notes if they would like:** Remind participants that they can use Handout 2 to take notes about any discussion points they want to remember.
- 5. Wrap up the discussion:** Close this activity by checking in with participants. Ask:

*Are you clear about the functions , responsibilities and purpose of supervision?*

Discuss any final questions or concerns.

- 6. Thank participants** for actively participating in the discussion.

## Activity 6.4 Introduction to the Coaching Approach to Supervision

30 minutes

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### Learning Outcomes

By the end of this activity, participants will be able to:

*Describe skills used in the coaching approach to supervision;*

*Explain how using a coaching approach effectively leads to positive outcomes and good relationships between consumers and workers—who may or may not be family or friends; and*

*Compare their experiences with supervision with the supervisory interaction in the role-play scenarios.*

### Key Content

- As supervisors, consumers have a powerful impact on personal assistants' lives. A PA's relationship with his or her consumer is often the most influential factor in whether the PA feels valued and respected. Not surprisingly, feeling valued and respected is one of the biggest factors affecting a PA's decision to stay on the job or quit.
- Consumers often face challenging situations. Dealing with problems such as lateness, PAs not calling in when they don't come to work, and negative or uncooperative attitudes can require a significant amount of time and energy.
- Although blaming PAs for poor performance is tempting, it is helpful to remember that PAs often have few resources or limited experience to fall back on when the complexities of caring for their families conflict with the needs of their work.
- Coaching supervision is an approach to working with direct-care workers that uses effective communication to build positive consumer-PA relationships and

stronger problem-solving skills. The coaching approach differs from the traditional approach, which relies more on punitive measures. Coaching holds PAs accountable through constructive interactions.

- Coaching supervision, as shown in the coaching role play, generally leads to positive outcomes for both workers and consumers. When results are positive, workers stay on the job longer and consumers are more likely to have their needs met. Good supervision creates healthy working relationships and increased levels of comfort for consumers. In addition, when relationships between workers and consumer-supervisors are positive, consumers experience fewer disruptions in the delivery of care and services.

## Activity Steps

### Large-Group Exercise—20 minutes

1. **Conduct the traditional supervision role play:** Distribute **Handout 4: Traditional Approach to Supervision Role Play** and have participants (or instructors if you think that will be more effective) act out the parts of the consumer (Laura) and the personal assistant (Isabel).
2. **Debrief the traditional supervision role play:** Ask participants how realistic the scenario seemed and how effective they think Laura's handling of Isabel's lateness was. Ask: *Is Isabel likely to change her behavior and keep her position as Laura's PA?* Discuss why Laura's handling of the situation may not have been very effective.
3. **Introduce and conduct the coaching role play:** Explain that the next role play will illustrate a different approach to supervision—the coaching approach. Distribute **Handout 5: Coaching Approach to Supervision Role Play**. Conduct the role play with participants or instructors as you think is best. Explain that everyone can follow along by reading or listening.

#### ❖ Teaching Option

If you are short on time, you can skip the “traditional approach” role play and only read the “Coaching Approach to Supervision,” but this will be less effective as a way to allow the group to see and analyze the benefits of the coaching approach to supervision.

4. **Debrief the role play** using the following questions:

*What was happening in this scenario? What was happening for Isabel and for Laura?*

*How is this role play similar to or different from your experiences as supervisors (or as supervisees) OR to your beliefs about supervision?*

*How is this scenario similar to or different from what you've seen happen or imagine can happen in these situations? Refer participants back to the earlier conversations about great and not-so-great supervisors.*

*How might another supervisor have handled this?*

*What did you like about Laura's approach with Isabel? What did you dislike or what didn't feel real to you?*

*What do you think will be the likely outcome of this interaction in terms of their working relationship?*

Acknowledge that this role play presented a very positive outcome, and that the reasons PAs are late or have difficulty doing their work can be much more complicated in real life. Welcome affirmations of this point of view and ask:

*Even if there weren't clear answers or easy outcomes—the PA's car is unreliable, she has crises with her kids or spouse that won't change—do you think the coaching approach could be more effective than the traditional approach?"*

5. **Wrap up the discussion:** Point out that this scenario demonstrates a method of supervision that differs from what most people are familiar with. Traditionally, supervisors have seen their role as correcting or punishing workers to ensure that they perform correctly. Relate this to experiences participants may have talked about earlier and explain that the coaching approach will help them have happier and more successful experiences as supervisors.

**Interactive Presentation—10 minutes**

6. **Distribute and review Handout 6: Comparing the Traditional and Coaching Approaches to Supervision:** Explore the differences between the two. Explain that using a coaching approach is more likely to lead to positive outcomes and better relationships between consumers and personal assistants, whether or not they are family or friends.
7. **Introduce coaching supervision skills:** Explain that the rest of the seminar will focus on developing basic coaching supervision skills. Distribute **Handout 7: Four Primary Coaching Skills.** Explain that this workshop, which is only an introduction to supervision, will cover Active Listening, Self-Awareness, Self-Management, and Giving Feedback. Ask for questions or comments.
8. **Thank everyone** for being attentive and engaged.

## Activity 6.5 Active Listening: Nonverbal Communication

30 minutes

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### Learning Outcome

By the end of this activity, participants will be able to:

*Explain the importance of supervisors developing their listening skills; and*

*Experience the difference between active listening and poor listening and describe the impact of each in any interaction.*

### Key Content

- This part of the workshop introduces the primary tool for coaching supervision: active listening. Active listening is critical for clear, effective communication.
- Good listening is crucial to any relationship and to effective communication. Although participants may feel that they are already good listeners, supervision requires a more conscious level of listening, called active listening.
- Active listening is staying engaged in the other person's story by using the skills of nonverbal communication, paraphrasing, and asking open-ended questions.
- Most people have not been taught active listening skills, and may be lacking them without realizing it.
- Active listening is an essential skill in coaching supervision because:
  - Being listened to attentively feels caring and helpful to the speaker. Being listened to in an inattentive manner or being ignored, feels dismissive, hurtful and unhelpful – and that undermines a PA's feelings of commitment and concern for the consumer.



- When confronting a problem, many people, especially supervisors, tend to search immediately for a solution to address the problem situation, without confirming the accuracy of the information they are given or gathering sufficient information. When supervisors listen with their full attention, rather than jumping in to problem solve, they hear more about the underlying causes of issues that arise, and they remember and understand more of what is being communicated. This allows supervisors to address the real causes of problems—and not just the obvious ones. By contrast, when supervisors listen inattentively, they miss a great deal of what is being communicated and may make poor decisions based on inadequate information.
- “Nonverbal communication” refers to the way people communicate without actually speaking—it includes facial expressions, eye contact, or gestures. Often people unknowingly communicate a different message than they consciously intend through nonverbal behaviors, and this may lead to unintended or negative consequences.
- People with disabilities may have involuntary body movement or limitations that interfere with their control of their body language, but they can identify the ways in which they focus their attention with their bodies and use these to help them pay attention and communicate they are listening.

## Activity Steps

### Interactive Presentation—5 minutes

1. **Introduce listening skills:** Explain that this part of the workshop introduces the primary tool used in coaching—listening. Ask participants to share what they think “active listening” or “real listening” means and discuss responses. Distribute **Handout 8: Three Skills of Active Listening** and review. (For participants who attended Workshop III, refer to the discussion of Active Listening that was part of Session 4).
2. **Note the challenge of learning the various communication skills individually:** Explain that, although these listening skills usually occur together in a normal interaction, they will be covered individually in this training in order to better understand and practice them. This may feel

awkward at times, but taking them one at a time will be a forceful way to learn their importance and how to use them. Highlight that the skills will be combined and practiced as a whole toward the end of the training.

3. **Explain the importance of nonverbal communication:** Briefly explain that the first skill to be covered is using body language. How a listener holds his or her body in relation to the person speaking communicates an enormous amount about whether the listener is paying attention, whether the listener cares about what the speaker is talking about, and whether the listener is understanding the speaker. Ask participants for one or two examples.
4. **Explore use of body language for people with disabilities:** Ask if there are participants with physical disabilities that affect their body language, and if so, do they still show they are paying attention through body language? If so, how they do it? For example, a person may say, "I lean forward in my chair," or "I maintain eye contact," or "My facial expressions show I'm paying attention." Someone may suggest, "I explain to people up front that my head spasms, but they will know I'm listening because I'll look at them again as soon as I'm able." If there are no participants able to speak to these points, you may raise them. Thank participants for their ideas, and explain that the next activity will demonstrate how much body language affects us as listeners and speakers.

### **Demonstration Role Play —5 minutes**

5. **Introduce role play:** Explain that you and your co-instructor are going to engage in a set of role plays that will demonstrate nonverbal communication and its impact on listening. Explain that one instructor will be telling a personal story to the other instructor, while that instructor will do everything within her capacity to show how well she is – or isn't – listening.

#### **❖ Teaching Tip**

To demonstrate poor listening, the speaker tells the listener about something that is going on in his or her life—something very important and preferably current. It can be something positive or something the person is struggling with. The listener, while supposedly listening, exaggerates poor listening skills by using body language that suggests she or he is increasingly distracted. For example,

the listener could keep looking at the clock/a watch, whistling, writing, glancing away, getting fidgety, etc.

6. **Ask for a timekeeper and conduct role play:** Before beginning the role play, ask for a timekeeper and ask him or her to let you know when 90 seconds have passed. Conduct the role play.

❖ **Teaching Tips**

If there are people in wheelchairs in the room, you may choose to role play from a sitting position to make the situation more applicable.

If two instructors are not available, choose a participant to help out who you believe will feel comfortable with the activity and prepare him or her during a break. It is usually best to have the participant tell the story while the instructor demonstrates poor listening and effective listening.

**Discussion—10 minutes**

7. **Lead a discussion about role play:** After the poor listening demonstration, ask participants:

*How could you tell that the listener was not listening? What did she do?*  
Write "Poor Listening" on a flip chart and record responses.

<p><b>POOR LISTENING</b></p>
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Explore the impact of not being listened to by discussing how the interaction felt to the story teller. Add a second heading, "Impact of Poor Listening" to the flip chart you've been writing on, and record these responses.

<p><b>POOR LISTENING</b></p>
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## IMPACT OF POOR LISTENING

Ask the poor listener: *What do you remember about what the story teller told you?* Add these responses under “Impact of Poor Listening.”

### ❖ Teaching Tip

Remember that the focus is not simply on how badly it feels to be poorly listened to, but also on how much poor listening reduced the listener’s understanding the information being shared, and his or her appreciation of the speaker’s story and point of view.

### Demonstration Role Play—2 minutes

8. **Redo the role play with active listening:** Repeat the same role play (with the same topic), only this time the listener demonstrates good nonverbal communication skills (but does not speak). Again, ask for a participant to keep time for 90 seconds while you role play.

### ❖ Teaching Tip

To demonstrate active listening, the listener can maintain eye contact, lean in towards the speaker, not fidget, make appropriate facial expressions, nod, and murmur to show understanding or agreement.

### Discussion—8 minutes

9. After the listening demonstration, explore the story teller’s experience:

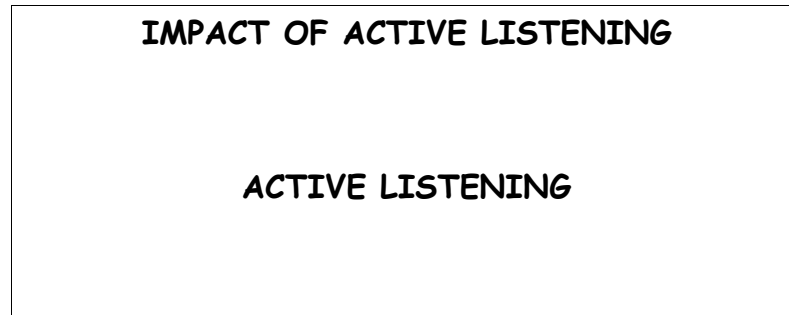
*How did it feel to be listened to? How did this affect the telling of your story?* Write “Impact of Active Listening” on a flip chart page and record responses.

## IMPACT OF ACTIVE LISTENING



Ask the listener: Can you retell the speaker's story? Add "better understanding of story" to the flip chart.

Ask participants: *How could you tell that the listener was actually listening?* Write participants' responses on flip chart under headline, "Active Listening."



**10. Note that people can use their bodies to help them actively listen.**

Explain that participants can consciously choose a specific movement of their bodies to use when they know that their attention has strayed from the person they are listening to. Refer to the list of listening behaviors on the flip chart, and suggest how deciding to make real eye contact can help a person refocus. Or, listeners can deliberately lean in, stop fidgeting, or start nodding or using facial expressions to help themselves stay focused. Ask participants to think of one strategy they can try to use in the coming weeks, noting how this will be different for everyone and depend on physical capabilities. Invite them to write their strategy down on Handout 8 to reinforce their intention.

**11. Close by emphasizing the importance of active listening:** Emphasize that nonverbal communication is an essential part of active listening and requires self-awareness and ongoing practice. Note that in coaching, listening is essential because it allows the supervisor to hear the whole story, so he or she can more effectively problem solve. Encourage participants to strengthen their skills by trying to be effective listeners all the time. Explain that the next activities introduce participants to the verbal skills involved in listening.

**12. Thank participants** for listening attentively and being engaged in this activity.

## ACTIVITY 6.6 Active Listening: Effective Verbal Communication

30 minutes

### Learning Outcomes

By the end of this activity, participants will be able to:

*Describe the challenges involved in strictly verbal communication;*

*Explain the importance of being clear, objective, and specific in verbal communication; and*

*Explain the importance of asking questions when information is not clear.*

### Key Content

- Communication is very important in the coaching approach to supervision. Focused and clear listening and speaking are essential to effectively giving—and following—instructions. However, few people have any training in the verbal communication skills required for effective communication.
- Explaining things in clear, simple language is critical for supervisors. It's also very important to ask questions to confirm or clarify what a speaker has said

### Activity Steps

#### Pairs Work—15 minutes

1. **Introduce the activity:** Explain that, in this activity, participants will have a chance to practice their verbal communication skills in a pair activity. One person will give instructions to a second person, who will draw the geometric picture the first person is describing.
2. **Invite participants to be observers:** Explain that, in past workshops, a few participants have not participated in this activity because of a disability that made it difficult for them to give verbal instructions or draw. Invite

participants who are uncomfortable participating to be observers of one of the pairs. Their job will be to silently pay careful attention to how the pair are communicating with one another, and note what communications are and are not so effective.

3. **Set up activity:** Divide the group into pairs, and space them throughout the room. Explain that one person in each pair will have information to be communicated to the other person. Ask the pairs to quickly decide who will give instructions and who will receive them.

❖ **Teaching Tips**

If consumers are attending with their personal assistants, have them work together. Ask the consumer to be the “instruction giver” and the personal assistant to be “instruction receiver.”

The larger the room, the better. Pairs need to be well spread out so they can’t see one another’s drawings and so that partners can hear each other easily. In a small room, the noise level can become very distracting.

4. **Set up chairs:** Ask each pair to move their chairs so they are sitting back-to-back. Neither partner should be able to see the other.
5. **Give directions:** Explain that each message giver will be given a paper with a geometric design on it. The message receiver will get a blank piece of paper and a pencil. The giver will describe the design, and the receiver will have 5 minutes to draw it. Partners are encouraged to work as a team and talk as much as they want to complete the task, without looking at each other’s papers.
6. **Post the prepared-in-advance flip chart page** with the rules of this game. Review the rules, using humor to reinforce the importance of following them. Before you hand out the designs, ask if there are any questions:

**RULES FOR THE  
BACK-TO-BACK GAME**

- Remain seated in back-to-back position.
- Do not look at each other’s drawings.
- Ask and answer all the questions you need to finish



your drawing!

- No exceptions!

6. **Pass out the handouts and start the activity:** Ask the message givers to raise their hands, and hand each a different page of **Handout 9: Back-to-Back Designs**. Keep the designs face down as you distribute them. Distribute pencils and blank paper to the message receivers. When every pair has its papers, ask the message givers to turn over their papers and to begin giving instructions to their partners. Allow 5 minutes for drawing.

❖ **Teaching Tips**

If there are more than ten participants (five pairs), make sure pairs using the same design are not sitting next to one another.

Circulate throughout the room once the activity begins, strictly enforcing the rules and reviewing the instructions if confusion arises. Mentally note specific interactions that may be used for the large-group discussion—for example, the use of paraphrasing, which will come up again in the next activity. You may even want to jot them down so you can use them as examples in Activity 6.7.

As you walk around the room, refrain from commenting on any of the drawings. Don't give any clues. Diffuse any tension by reminding everyone it's just a learning game and encouraging partners to be patient with each other.

7. **End activity and have partners share drawings:** When all pairs have finished their drawings, ask partners to turn around and show each other their two drawings. Allow a minute or two for partners to react and respond to each other.

❖ **Teaching Tip**

When the partners finally turn around and show each other their drawings, expect loud exclamations, groans, and laughter. Allow time for this informal debriefing.

**Discussion—15 minutes**

8. **Gain participants' attention:** Ask pairs and observers to turn their chairs so that everyone is facing the instructor. Partners should be sitting next to each other.



9. **Invite pairs to report out and share their drawings:** Ask each pair, one at a time, to hold up their drawings so the rest of the group can see them. Whatever the accuracy of the drawing made to match the original, ask the partners to report on the process they used—what worked well and what could have improved the outcome. Invite observers to contribute their own ideas about what they heard.

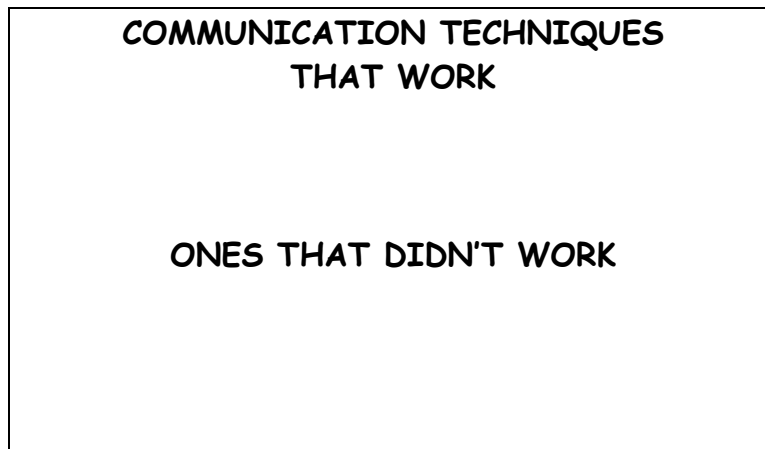
❖ **Teaching Tips**

If there isn't time for all pairs to report, have a general discussion. Have those whose drawings were not at all close to the original report out as well as those who came pretty close.

Keep a light tone in this activity, especially if there are any perfectionists in the group. Stress that the game is meant to be fun as well as a learning experience. Participants can learn as much, if not more, about communication from inaccurate drawings as from accurate ones. Highlight that becoming upset about inaccurate drawings is likely to demonstrate how supervisors can hurt feelings by immediately blaming PAs when something goes wrong rather than exploring the problem.

Make sure both partners get a chance to speak. If either partner starts blaming the other, gently interrupt and paraphrase the feelings that led the partner to blame the other (e.g., "So it sounds as if it was frustrating to you that you didn't feel you were getting enough information."). Remind the group that, since communication happens between two people, the drawing was a team effort. Ask if each did his or her best. Point out that if both tried their best and the result is not as expected, there may be some other factor to consider. Ask whether something was missing or not working right in this situation. Can they think of similar situations in which they might become frustrated with a personal assistant because something about the situation doesn't support communication?

10. **Highlight the verbal communication skills that worked:** As participants report out, highlight the verbal communication skills that worked and that didn't. Note the approaches that worked and didn't on a flip chart page. Point out the challenges of explaining things in words alone, and mention that sometimes it works better to show someone how to do something than to tell them. Also, note that people often receive communication cues through nonverbal signs.



11. **Draw the connection to supervision through discussion:** Discuss the implications of this exercise for supervising by asking participants:

*What does this exercise show you need to be aware of when supervising?*

Responses may include:

- ❖ People may not think words mean the same thing I think they mean!
- ❖ I have to give really specific directions.
- ❖ I have to encourage my PA to ask questions!

*What will you be more conscious of? What will you do that you may not have thought of doing?* Responses may include:

- ❖ I will ask PAs to demonstrate what I'm asking them to do before feeling sure we're all set.
- ❖ I have to be more patient.
- ❖ I have to think through how to break things down into individual steps.

Point out that good communication skills—verbal as well as nonverbal—are required for successful supervision. Note that, though they won't leave the class as experts, they will have a way to think about their role as supervisors that will allow them to keep improving their skills and getting better and better with experience.

12. **Thank everyone** for enjoying themselves and actively participating.

## Activity 6.7 Active Listening: Paraphrasing and Asking Open-Ended Questions

60 minutes

### Learning Outcomes

By the end of this activity, participants will be able to:

*Define paraphrasing and open-ended questions; and*

*Explain the importance of these skills for effective communication and supervision.*

### Key Content

- Paraphrasing and asking open-ended questions are essential techniques for active listening and supervision. They can be used to gather additional (and more accurate) information from personal assistants and to ensure that the consumer correctly understood what the PA said. These steps are essential before effective problem solving can take place.
- Paraphrasing means stating, summarizing, or interpreting in one's own words what someone has said. It has multiple purposes, including to:
  - Help the listener "keep up" with the story being told by slowing down a conversation in order to understand the details being conveyed.
  - Demonstrate to the speaker that he or she has been heard, which people deeply appreciate.
  - Provide an opportunity for misunderstandings to be cleared up early on. False assumptions, errors, and interpretations can be corrected on the spot.
  - Avert anger and help the speaker and listener cool down as they focus on clarifying information instead of reacting.

- Avoid falling into the traps that block listening, such as the temptation to judge. The listener's focus remains on really understanding what is going on with the speaker.
- Open-ended questions are used to solicit more information, gather more details, or simply to engage or invite someone to talk further. They often begin with "how," "what," or "why."
- Closed questions result in a simple "yes" or "no" or in factual answers, and tend to bring the conversation to a stop, requiring more questions to obtain the full story.
- Used together, paraphrasing and asking open-ended questions greatly enhance communication. These communication techniques are vital to successful coaching supervision because:
  - They allow for more complete understanding of a given situation.
  - They help establish and continue a positive relationship between the supervisor and worker.
  - They set the stage for effective problem solving by providing space for the worker to think about the problem, take ownership, and propose solutions.

## Activity Steps

### Interactive Presentation and Demonstration Role Play (30 minutes)

1. **Introduce the activity:** Explain that in this activity, participants will further strengthen their listening skills. Ask the participant who volunteered for this activity to come forward (see Advance Preparation). Explain that you and the volunteer are going to have a conversation about an agreed upon story.
2. **Conduct the dialogue:** Ask the volunteer to begin speaking. Ask open questions if the volunteer needs prompting, such as, "How did you feel?" "What was most difficult for you to do in the situation?" "What do you think you did really well?" After a minute or so, stop the speaker.

3. **Invite participants to state in their own words what the speaker has said:** Ask participants to restate in their own words what they heard the speaker say. Ask the speaker to say if they understood correctly, and then to either clarify or correct them.
4. **Continue the story and paraphrasing:** Repeat Steps 2 and 3 by having the volunteer continue the story and listeners paraphrase. End the dialogue after about five minutes.

❖ **Teaching Tip**

Don't use the word "paraphrasing" in these initial steps. The idea is to show participants that paraphrasing is something they may already routinely do in a conversation. If the word is new to participants, they may feel intimidated by it and not realize this is something they already do.

5. **Ask participants:**

*What did you do after listening to parts of the speaker's story?*

*What did the speaker do when you did not get the story exactly right?*

*What effect do you think this restating and clarifying had on the conversation?*

6. **Introduce paraphrasing:** Display the prepared-in-advance flip chart and explain that repeating in one's own words what a person has said is called "paraphrasing." Ask participants to name some of the words and phrases they used to begin paraphrasing during the dialogue. Write these on the flip chart under "Lead-Ins for Paraphrasing." Ask for other ideas about additional phrases they might use, and write these down, too.

**PARAPHRASE:**

To state, summarize, or interpret in your own words what you heard someone say.

**LEAD-INS FOR PARAPHRASING**



7. **Review lead-ins for paraphrasing:** Pass out **Handout 10: Lead-Ins for Paraphrasing** and note the lead-ins that participants have already mentioned. Then highlight some lead-ins that haven't been named.
8. **Discuss the purposes of paraphrasing:** Pass out **Handout 11: Paraphrasing**. Outline the reasons for paraphrasing and the benefits that are gained by doing it. Discuss with participants how the definition and purposes apply to the demonstration. Ask participants how they used paraphrasing in the back-to-back activity and how it helped them understand one another. Highlight that, if paraphrases are not said in a supportive, non-blaming and non-judging way, the PA is likely to respond defensively to the underlying tone. By ensuring that paraphrases reflect understanding and respect, the consumer will draw out the PA.
9. **Explore how paraphrasing is different from "parroting":** Ask participants:

*How is paraphrasing different from parroting what someone has said?*

Responses may include:

- ♦ You don't just repeat what the speaker said.
- ♦ You are trying to say what you think the speaker meant.
- ♦ You're saying how it sounds like the other person feels.

*Why is it important to paraphrase and not parrot someone else's words?*

10. **Transition to open-ended questions:** Explain to participants that you will be coming back to paraphrasing, but first want to explore the role of questions in effective listening. For about 30 seconds, ask your volunteer story teller a series of closed questions, for example "Did you tell us the whole story?" "Are you enjoying being the story teller?" "Are you feeling okay?" "Do you think the workshop is valuable?" "Are you nervous right now?" "Is it too hot in the room?" Do not respond to any answers the volunteer gives. Just keep asking questions.
11. **Discuss closed questions:** After the questions and answers, ask the other participants what they observed about the kinds of questions you were asking and the kind of answers you got. Ask participants how effective the questions were at drawing information from the volunteer and building a relationship and discuss how ineffective these questions were. Ask participants what more

effective questions might sound like. Draw on answers such as, “They would let the person talk more.” “They would ask for more details.”

**12. Invite curious questions from participants:** Now, ask participants if they have curious questions about anything related to the volunteer’s story. Solicit a few questions and encourage the speaker to answer them fully.

**13. Explore curious questions with participants:** Thank the volunteer for helping you with this exercise and invite him or her to sit down. Then ask the other participants—“What do you think is different about the questions I asked at first and the ones you just asked the volunteer?” Follow up by asking, “How were the answers different?”

**14. Introduce open-ended questions:** Ask participants:

*What’s the difference between an open-ended question and a closed question?*

If participants are not familiar with the terms, explain by distributing **Handout 12: Closed vs. Open-Ended Questions** and reviewing the first section. Review one or two examples. Then ask:

*What is the difference between a really curious and open question and a “leading” question?*

Responses may include:

- ♦ With leading questions, you’re only asking for the answer you want.
- ♦ With leading questions, you think you already know the answer.

*Do you see any leading questions in the samples on your handout?*

Examples:

- ♦ “Don’t you just love this TV show?”
- ♦ “You know this was a careless way to do this, don’t you?”

*What’s the difference between an open question and a “loaded” question?*

Responses may include:

- ♦ A loaded question isn’t really a question. It is being used to make a point or express an emotion. You don’t really want an answer.

*Do you see any loaded questions in the samples on your handout?*

Examples:

- ♦ “Are you always this grumpy?”
- ♦ “Do you think I’d eat food like this?!?!?”

Note that leading and loaded questions may seem similar. They are both ways of asking questions when the speaker isn’t open to hearing—or doesn’t want to hear—the other person’s real answer, if it’s different from their point of view.

If appropriate, note that this skill was also introduced in Workshop III, Session 4, to help draw out candidates during interviews.

### Large-Group Exercise (10 minutes)

- 15. Practice paraphrasing and asking open-ended questions with the full group:** Explain that participants will now apply paraphrasing to a supervising situation. Note that you are going to present a statement that might cause an emotional response that gets in the way of paraphrasing or asking curious questions, but you would like participants to focus on how they might use these skills to respond constructively to the personal assistant. Post the prepared-in-advance flip chart with the statement below. Explain that this statement is something a personal assistant might say to his or her consumer. Say this statement with frustration.

*You can't really expect me to get everything on this list done!*

- 16. Invite paraphrases and open-ended questions:** Ask for volunteers to make suggestions about how to paraphrase this statement, using some of the lead-ins that have been discussed. Help participants to find restatements in their own words and avoid paraphrases that are judgmental. Continue until you have a few different paraphrases for this statement, and then ask for open-ended questions. Help participants create curious, non-judgmental open-ended questions that are not loaded or leading. Discuss the challenges of keeping paraphrases and questions non-judgmental during stressful



interactions. Explain that we will be covering emotional pull-back skills in the next workshop.

### **Pairs Work and Large Group-Discussion (20 minutes)**

17. **Set up pair practice:** Explain that participants will now have a chance to practice paraphrasing and asking open-ended questions in conversations with one another. Invite participants to turn to the person next to them and pass out **Handout 13: Paraphrasing and Asking Open-Ended Questions Practice**. Review the directions, and ask if anyone has questions or needs more clarification. Ask for a show of hands of who will be the first speakers.
18. **Conduct first round of pair practice:** Follow these steps.
  - Announce that the speakers can begin telling their stories.
  - Stop speakers after 30 seconds.
  - Ask listeners to paraphrase what they heard and discuss their paraphrases with the speakers. Allow another 30 seconds for this exchange.
  - Ask listeners to ask the speakers an open-ended question, receive an answer from the speaker, and discuss. Give 30 seconds for this exchange.
  - Ask speakers to continue telling their stories.
  - Repeat the steps above two more times.
19. **Conduct second round of pair practice:** Announce that speakers and listeners will now switch roles so that the former speakers have a chance to practice paraphrasing and open-ended questions. Give pairs a few seconds to settle into their new roles, and then ask the new speakers to begin telling their stories. Continue giving instructions as in the first round until the pairs have had three rounds of discussion.
20. **Debrief with the large group:** Give pairs a minute to wrap up their discussion and then ask the full group, “*What did you learn from this activity?*” and “*What will you want to remember about paraphrasing and asking open-ended questions?*” Invite participants to take note of what they really want to remember on their handouts. Emphasize that participants’ skills at using paraphrasing and open-ended questions will increase with practice.
21. **Thank everyone** for their participation in this activity.

## Activity 6.8 Closing

15 minutes

### Learning Outcomes

By the end of this activity, participants will be able to:

*Identify at least one thing they learned in this session that they will use when supervising their personal assistants.*

### Key Content

- Providing closure to the day is an essential part of learning. This time allows the instructor to wrap up the day's discussions, answer additional questions, and convey the next steps to the group.
- The end-of-day wrap-up also allows participants to share what they learned and reflect on how the workshop has affected their lives. Finally, it gives participants the chance to do an informal evaluation for the instructor about which parts of the workshop were most useful and which could be improved.

### Activity Steps

#### Discussion—15 minutes

1. **Check on learning from the workshop:** Explain that this is the end of the first session of the workshop, "Supervising Personal Assistants," and you'd like to take time to reflect on what participants learned and how that learning can be applied to their personal situations. Ask participants the following question and discuss:

*What is one thing you learned in this session that you will use when you supervise your personal assistants?*

2. **Conduct a quick evaluation:** Ask participants, "How much of today was a good use of your time?" Invite them to vote for one of the percentages you have listed on a prepared-in-advance flip chart as shown below.

After they've voted and you've recorded their responses (praising those who gave lower rankings for their honesty), ask them to tell you what worked really well for them—the highlights—and what they think could be better—the things to improve. Record ALL answers on the flip chart. Ask clarifying questions to be sure you understand the points being made.

SESSION EVALUATION	
____ 25% ■ ____ 50% ■ ____ 75% ■ ____ 90%	
<u>Highlights</u>	<u>Things to Improve</u>



3. **Thank participants who gave specific feedback, both positive and critical**, and emphasize that it will help you improve future sessions.
4. **Thank everyone and highlight the next session:** Explain that the second session of the workshop will focus on self-management, self-awareness and giving constructive feedback—additional skills that are important to coaching supervision. Remind participants to bring their binders or folders and materials to the next session. Give the date and location of the session.
5. **Ask if participants would like to share a contact list:** Explain that, as one of the goals of the workshop is to create a mutually supportive community, you'd like to find out if people want to share their phone numbers and/or email addresses with one another. Make it easy for anyone to say "no." If someone does say "no," encourage those who are interested

to share information with each other. If everyone says "yes," collect the information they want to share on a piece of paper.

6. **Send participants off with good wishes and homework:** Announce the end of the day and wish participants well in their efforts to apply the skills and understandings they've gained at the session.

**Homework:** Ask participants to consciously try and use paraphrasing and open-ended questions with a friend, family member, or their PA. If they would like, they can explain that they will be trying to use these skills to the other person. They can do this in a phone call or in person. Explain that you will invite them to discuss their efforts to practice the skills at the next session. Remind them that their skills will improve with practice!

7. **Adjourn:** A fun way to draw the session to a close is to call for a motion to adjourn, and invite all who agree to say, "Aye!!"